

Childminder report

Inspection date: 15 November 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in the childminder's care and have exceptionally strong bonds with her. They enjoy plenty of cuddles and reassurance, which helps them to feel safe and secure and positively enhances their emotional well-being. Children confidently lead their own play, choosing activities they would like to do from the wide selection on offer.

Children have ample opportunities to learn how to keep themselves healthy. They have daily opportunities to learn outdoors, benefiting from fresh air and exercise. They enhance their physical skills and understanding of nature during walks to the local park and playing fields. For example, children collect leaves and jump in puddles. Furthermore, they benefit from healthy snacks and meals, such as a variety of fresh fruit, provided by the childminder.

Children behave exceptionally well and demonstrate high levels of respect for each other and the childminder. They willingly share resources and take turns. They have impeccable manners, saying 'please' and 'thank you', unprompted, during their conversations with the childminder. They listen and respond positively to the childminder's requests. For instance, they tidy away resources and toys when the childminder asks them to.

What does the early years setting do well and what does it need to do better?

- The childminder makes good use of opportunities to introduce early mathematics into children's play. For example, children count the pieces of banana they cut at snack time and count as they jump. The childminder introduces mathematical language such as 'big', 'small' and 'circle' as she shines a torch onto the floor. Children enhance their coordination and number recognition skills as they throw bean bags during a game of hopscotch.
- The childminder provides a bright, clean and stimulating environment for children to learn and play. There is a wide range of attractive resources and well-planned activities available indoors and outside. The childminder rotates resources regularly to follow children's interests, which also helps them develop new skills.
- The highly qualified childminder has an excellent knowledge of the different ways children learn. She plans fully inclusive activities that all children in her care can access. For example, children of all ages explore play dough and colourful, sparkly art and craft resources. Older children enhance their creative skills and younger children enjoy the feeling of the play dough. The childminder has completed a range of training, such as forest school, to enhance the learning opportunities she provides for children. This has a positive impact on children's health and well-being. Furthermore, she supports her assistant well to

keep her knowledge and skills up to date.

- The childminder's effective care practices positively promote children's emotional well-being. She supports children to develop good levels of independence, such as cutting up their own fruit at snack time. However, on occasions, she does things for younger children without encouraging them to try for themselves. This does not fully support younger children's self-care skills.
- The childminder monitors children's learning and development closely. She completes regular assessments, including a progress check for children aged between two and three years, which she shares with parents. This helps her to identify and swiftly address any emerging gaps in children's learning and development. Partnerships with parents are strong. The childminder keeps them fully informed of their child's progress. Parents comment on how happy they are with the service the childminder provides. They describe her as 'passionate' and 'very special'.
- The childminder is an excellent role model. Children respond to her consistent and calm approach, which reflects in their exceptional behaviour. Children enjoy learning about different festivals and celebrations from around the world, such as Diwali. Resources and activities reflect diversity which supports children to learn respect for people who are different from themselves.
- Children successfully develop their communication, language and literacy skills. They listen carefully and attentively as the childminder reads stories with them and accurately predict what will happen next. The childminder uses engaging props when sharing books with children to introduce new vocabulary, such as 'tangerine' and 'mango'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe. She closely supervises children throughout the day, particularly at mealtimes. She implements effective strategies, such as daily checks of her premises, to help ensure children's safety. The childminder completes safeguarding training to keep informed of any changes in legislation. She has an in-depth knowledge of child protection issues. She knows the processes to follow if she has concerns about children's welfare. The childminder holds a current paediatric first-aid certificate so that she can care for children in the event of an accident or incident.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help younger children to gain higher levels of independence by providing opportunities for them to carry out tasks for themselves.

Setting details

Unique reference number	EY396351
Local authority	Kent
Inspection number	10136561
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 2009. She lives in Tonbridge, Kent. Her service is open from 7.30am to 6.30pm Monday to Thursday and 7.30am to 4.30pm on Friday, almost all year round. The childminder receives funding to provide free early years education for children aged three and four years. The childminder is a qualified level 4 Montessori teacher and works with an assistant.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- A tour of the childminder's home was completed to make sure that all areas used by children are safe.
- The inspector took account of the views of parents through written feedback and conversations during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how she organises the early years provision and curriculum.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021